VIDEO PRODUCTION STANDARDS

This document was prepared by:

Office of Career, Technical and Adult Education
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CTE MISSION STATEMENT:

The Office of Career, Technical and Adult Education is dedicated to developing innovative educational opportunities for students to acquire skills for productive employment and lifelong learning.

NEVADA DEPARTMENT OF EDUCATION

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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Video Production standards were validated through active participation of business and industry representatives on the development team.

PROJECT COORDINATOR

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Video Production program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Video Production program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the "soft skills" needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name	Standards Reference Code
Video Production	VIDEO

Example: VIDEO.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Video Production	2	3	4

CONTENT STANDARD 1.0 : EXAMINE THE VIDEO PRODUCTION INDUSTRY	
PERFORMANCE STANDARD 1.1 : RESEARCH EVENTS THAT LED TO CURRENT PRACTICES	
1.1.1	Develop a timeline for major technological developments and events in the history of media
1.1.2	Explain the importance of industry pioneers and significant moments in media history
1.1.3	Analyze the influence of mass media on society
PERFORMANCE STANDARD 1.2 : INVESTIGATE INDUSTRY ETHICS AND LAWS	
1.2.1	Define terms applicable to ethics and laws (e.g., plagiarism, copyright law, libel, slander, etc.)
1.2.2	Discuss how to legally obtain and use source materials for production purposes
1.2.3	Explain copyright laws/issues that pertain to video production
1.2.4	Summarize legal and ethical acquisition and use of digital materials, giving attribution using established methods
1.2.5	Research and follow Federal Communications Commission (FCC) regulations
1.2.6	Discuss video and audio consents for assigned projects
1.2.7	Discuss the First Amendment guarantees relating to video production
1.2.8	Explain proper attribution (citing) procedures
PERFORMANCE STANDARD 1.3 : EXPLAIN THE STAGES OF THE VIDEO PRODUCTION PROCESS	
1.3.1	List the components of the pre-production phase (e.g., purpose, script writing, target audience, budget, schedule, script writing, output medium, etc.)
1.3.2	Conduct a pre-production meeting to create a production plan
1.3.3	List the components of the production phase (e.g., selecting equipment, operating equipment, interviewing, directing, lighting, audio, etc.)
1.3.4	List the components of the post-production phase (e.g., video and audio editing, graphics, output medium, etc.)
1.3.5	List the steps in conducting a post-production meeting
PERFORMANCE STANDARD 1.4 : INVESTIGATE THE VARIOUS ROLES IN VIDEO PRODUCTION	
1.4.1	Summarize the roles of various personnel for video production projects (e.g., producer, director, editor, camera operator, etc.)
1.4.2	Develop appropriate communication skills when working with clients, crew, and talent
PERFORMANCE STANDARD 1.5 : EXPLORE CAREERS IN THE VIDEO INDUSTRY	
1.5.1	Research occupations found within the video production industry
1.5.2	Compare major organizations or institutions involved with the video production industry
1.5.3	Create a job description for a video production occupation

CONTENT STANDARD 2.0 : SAFETY AND PERSONAL RESPONSIBILITY IN THE WORKPLACE	
PERFORMANCE STANDARD 2.1 : MAINTAIN AN ORDERLY AND SAFE WORK ENVIRONMENT	
2.1.1	Identify and locate all safety equipment in media labs and on location (e.g., first aid kit, fire extinguisher, etc.)
2.1.2	Discuss safety precautions and practices
2.1.3	Demonstrate the safe usage of appropriate tools and the proper operation of equipment
2.1.4	Maintain and troubleshoot tools and equipment
PERFORMANCE STANDARD 2.2 : DEMONSTRATE PERSONAL RESPONSIBILITY AND PROFESSIONALISM	
2.2.1	Exhibit professional conduct and work ethics in the development of productions
2.2.2	Discuss appropriate responses to criticism
2.2.3	Dress professionally and appropriately as per assignment
2.2.4	Exhibit the ability to follow directions

CONTENT STANDARD 3.0 : DEMONSTRATE THE USE OF VIDEO PRODUCTION EQUIPMENT	
PERFORMANCE STANDARD 3.1 : DEMONSTRATE CAMERA OPERATION AND TECHNIQUES	
3.1.1	Select, operate, and exhibit correct use of video cameras for project specifications
3.1.2	Demonstrate the functions and uses of camera mounting devices (e.g., tripods, steadicam, monopods, etc.)
3.1.3	Demonstrate types of camera angles and movements
3.1.4	Demonstrate the rule of thirds
3.1.5	Demonstrate different shot compositions (e.g., medium shot, close up, long shot, etc.)
3.1.6	Demonstrate shot flow including sequencing and continuity
3.1.7	Demonstrate effective use of white balance settings
3.1.8	Connect various pieces of video equipment using the proper cables and/or adapters
PERFORMANCE STANDARD 3.2 : DEMONSTRATE THE USE OF AUDIO EQUIPMENT OPERATION	
3.2.1	Identify the types, uses, and pick-up patterns of various microphones
3.2.2	Compare and contrast the types, uses, and pick-up patterns of various microphones
3.2.3	Demonstrate proper placement of microphones for effective audio
3.2.4	Connect microphone(s) to various audio equipment using the proper cables and/or adapters
3.2.5	Record a short audio sequence, properly monitoring the sound level
3.2.6	Identify and correct sources of interference and poor sound quality
3.2.7	Demonstrate the use of mixing multiple sources in live and post-production settings
PERFORMANCE STANDARD 3.3 : DEMONSTRATE PROPER LIGHTING TECHNIQUES	
3.3.1	Identify and explain the use of basic lighting equipment
3.3.2	Demonstrate one, two and three point lighting techniques
3.3.3	Utilize various light sources (e.g., natural light, reflectors, portable lights, etc.)
3.3.4	Explain and demonstrate the use of lighting techniques in creating composition, visual continuity, and mood
PERFORMANCE STANDARD 3.4 : DEMONSTRATE EFFECTIVE USE OF VISUAL EFFECTS AND COMPUTER GRAPHICS	
3.4.1	Use Chroma key techniques for compositing (e.g., green screen, virtual sets, weather maps, etc.)
3.4.2	Discuss text, fonts, colors, title safe area, lower thirds, and placement
3.4.3	Enhance a project using appropriate graphics
3.4.4	Enhance a project using appropriate visual effects (e.g., picture-in-picture, motion graphics, etc.)

CONTENT STANDARD 4.0 : WRITING FOR VIDEO PRODUCTION	
PERFORMANCE STANDARD 4.1 : CONDUCT RESEARCH FOR PROJECTS	
4.1.1	Identify potential biases when selecting interviewees
4.1.2	Identify resources to conduct research
4.1.3	Identify and utilize primary and secondary sources
4.1.4	Apply active research methods (e.g., critical reading, personal interviews, credible sources, use of surveys, etc.)
4.1.5	Demonstrate effective note-taking skills
4.1.6	Attribute all sources correctly
PERFORMANCE STANDARD 4.2 : CREATE SCRIPTS AND STORYBOARDS	
4.2.1	Determine appropriate script writing formats for various production types (e.g., news story, commercial, sports, PSA, narrative, etc.)
4.2.2	Write stories that contain a logical beginning, middle, and end
4.2.3	Write scripts that convey a variety of desired story elements (e.g., leads, VO, SOT, VO/SOT, news package, etc.)
4.2.4	Describe components of a two-column script
4.2.5	Explain components of a storyboard (e.g., camera angles, locations, shots, movements, etc.)
4.2.6	Translate from written scripts to storyboards
PERFORMANCE STANDARD 4.3 : DEVELOP INTERVIEWING SKILLS	
4.3.1	Develop open-ended questions to elicit in-depth responses
4.3.2	Select interviewee(s) appropriate for the topic
4.3.3	Select a location that enhances the interview
4.3.4	Contact interviewee(s) and schedule interview(s)
4.3.5	Recognize the differences between biased and unbiased questions and answers
4.3.6	Ask questions coherently and concisely, using proper grammar
4.3.7	Demonstrate effective listening skills
4.3.8	Improvise questions based on the interviewee's responses

CONTENT STANDARD 5.0 : DEMONSTRATE INDUSTRY STANDARD PRODUCTION PRACTICES	
PERFORMANCE STANDARD 5.1 : DEMONSTRATE APPROPRIATE ELECTRONIC FIELD PRODUCTION (EFP) PRACTICES	
5.1.1	Evaluate possible shooting locations for a project (e.g., sound, lighting, environment, etc.)
5.1.2	Perform field production jobs to include camera, lighting, and sound technicians
5.1.3	Demonstrate basic field camera operations to reflect each location
5.1.4	Determine camera shooting techniques appropriate for the production, such as shot composition, angle, and use of mounting devices
5.1.5	Create a project outside the studio using field equipment and techniques
PERFORMANCE STANDARD 5.2 : DEMONSTRATE APPROPRIATE STUDIO OPERATION	
5.2.1	Demonstrate the setup and operation of basic studio equipment (e.g., switcher, teleprompter, recording unit, etc.) for specific project needs
5.2.2	Perform the jobs necessary for a studio production (e.g., director, technical director (TD), audio engineer, recording/playback engineer, etc.)
5.2.3	Demonstrate basic studio camera operation
5.2.4	Create and incorporate titles and other graphics in a studio production
5.2.5	Use proper studio lighting
5.2.6	Create a project inside the studio environment
PERFORMANCE STANDARD 5.3 : PERFORM ON-CAMERA	
5.3.1	Demonstrate appropriate speaking skills for an on-camera performance (e.g., pitch, tone, emphasis, inflection, enunciation, timing, etc.)
5.3.2	Practice appropriate on-camera performance skills (e.g., appearance, gestures, posture, etc.)
5.3.3	Read for a camera using a teleprompter or cue cards
5.3.4	Perform as talent in a production
5.3.5	Deliver material without bias (voice inflection or gesture)
5.3.6	Select clothing, makeup, and accessories appropriate for use on-camera in a specific production

CONTENT STANDARD 6.0 : UNDERSTAND THE EDITING PROCESS	
PERFORMANCE STANDARD 6.1 : UNDERSTAND FILE FORMATS AND DATA MANAGEMENT	
6.1.1	Differentiate between digital video files, still images, and audio files
6.1.2	Create, compress, and convert digital video files, still images, and audio files in various formats (e.g., MPEG, WMV, MOV, MP4, JPEG, AIFF, MP3, AVCHD, MTS, etc.)
6.1.3	Explain the need for data management
PERFORMANCE STANDARD 6.2 : OPERATE SOFTWARE FOR DIGITAL EDITING	
6.2.1	Organize and evaluate materials for editing
6.2.2	Capture/import source materials
6.2.3	Manipulate video (i.e., color, motion, filters, and transitions)
6.2.4	Utilize visual techniques to enhance the final product (i.e., animation, and graphics)
6.2.5	Use multiple audio sources to complete a project (e.g., sound effects, room tone, music, etc.)
6.2.6	Adjust audio levels for single or multiple tracks
6.2.7	Use audio to enhance a final product
6.2.8	Export a project to appropriate media
PERFORMANCE STANDARD 6.3 : UNDERSTAND THE PRINCIPLES OF EDITING	
6.3.1	Explain the impact of editing on continuity
6.3.2	Explain the impact of editing on performance
6.3.3	Explain the impact of editing on emphasis
6.3.4	Explain the impact of pacing
6.3.5	Apply the principles of editing to a production project
PERFORMANCE STANDARD 6.4 : EVALUATE THE PROJECT	
6.4.1	Evaluate content for message effectiveness and bias (i.e., does it tell the complete story?)
6.4.2	Assess video/audio quality for levels and clarity
6.4.3	Revise work based on critiques

CROSSWALKS AND ALIGNMENTS OF VIDEO PRODUCTION STANDARDS AND THE COMMON CORE STATE STANDARDS, THE NEVADA SCIENCE STANDARDS, AND THE COMMON CAREER TECHNICAL CORE STANDARDS

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Video Production Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Video Production program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Video Production Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Video Production program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Video Production Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Video Production program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Video Production Standards are crosswalked to the Arts, A/V Technology & Communications Career Cluster™ and the A/V Technology & Film and Journalism and Broadcasting Career Pathways.

CROSSWALK OF VIDEO PRODUCTION STANDARDS AND THE COMMON CORE STATE STANDARDS

CONTENT STANDARD 1.0: EXAMINE THE VIDEO PRODUCTION INDUSTRY

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.2.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
1.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.2.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

1.2.7	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
1.2.8	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.3.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
1.4.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.5.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
1.5.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 2.0: SAFETY AND PERSONAL RESPONSIBILITY IN THE WORKPLACE

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.2.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CONTENT STANDARD 3.0: DEMONSTRATE THE USE OF VIDEO PRODUCTION EQUIPMENT

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
3.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
3.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
3.4.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 4.0: WRITING FOR VIDEO PRODUCTION

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.1.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
4.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
4.3.7	**English Language Arts: Speaking and Listening Standards** SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD 5.0: DEMONSTRATE INDUSTRY STANDARD PRODUCTION PRACTICES

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
5.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.2.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.3.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5.3.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
5.3.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CONTENT STANDARD 6.0: UNDERSTAND THE EDITING PROCESS

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
6.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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ALIGNMENT OF VIDEO PRODUCTION STANDARDS AND THE COMMON CORE MATHEMATICAL PRACTICES

Common Core Mathematical Practices	Video Production Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	3.1.4; 3.1.5; 3.3.2; 6.1.2;
5. Use appropriate tools strategically.	
6. Attend to precision.	3.1.7; 5.2.4
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

CROSSWALKS OF VIDEO PRODUCTION STANDARDS AND THE COMMON CAREER TECHNICAL CORE

Arts, A/V Technology & Communications Career Cluster™ (AR)	Performance Indicators
1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster™.	1.4.1
2. Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.	2.1.1-2.1.4; 2.2.4
3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.	1.1.3; 5.3.6
4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.	1.2.1-1.2.7; 5.3.5
5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.	1.5.2; 1.5.3; 2.2.1; 2.2.4
6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster™.	1.1.1; 1.1.2
A/V Technology & Film Career Pathway (AR-AV)	**Performance Indicators**
1. Describe the history, terminology, occupations and value of audio, video and film technology.	1.1.1-1.1.2; 1.4.1-1.4.2 1.5.1-1.5.2; 5.2.2; 5.3.1 5.3.6; 6.1.1-6.1.3 6.3.1-6.3.4
2. Demonstrate the use of basic tools and equipment used in audio, video and film production.	1.3.1, 1.3.3-1.3.4; 2.2.4 3.1.1-3.1.8; 3.2.3-3.2.7 3.3.2-3.3.4; 5.1.2-5.1.3 5.1.5; 5.2.1, 5.2.3-5.2.6 5.3.3-5.3.5; 6.1.1-6.1.3 6.2.1-6.2.8; 6.3.5
3. Demonstrate technical support skills for audio, video and/or film productions.	1.3.3; 1.4.2; 2.1.5; 3.1.8 3.4.1, 3.4.3-3.4.4 5.1.2-5.1.3, 5.1.5; 5.2.4 5.2.6; 6.1.1-6.1.3; 6.3.5 6.4.2-6.4.3
4. Design an audio, video and/or film production.	1.3.2, 1.3.5; 2.2.4; 3.2.5 5.1.1, 5.1.4-5.1.5; 5.2.5; 6.2.1-6.2.8; 6.4.1, 6.4.3

Journalism & Broadcasting Career Pathway (AR-JB)	Performance Indicators
1. Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.	1.1.1, 1.1.2; 1.5.3 4.1.1-4.1.4; 4.2.1 4.2.3-4.2.5; 5.2.1-5.2.2 5.3.1
2. Demonstrate writing processes used in journalism and broadcasting.	2.2.2; 4.1.5-4.1.6 4.2.1-4.2.3; 4.3.2-4.3.3 6.4.3
3. Plan and deliver a media production (e.g., broadcast, video, Internet, mobile).	1.3.2, 1.3.5; 2.2.2-2.2.4 4.2.6; 4.4.4, 4.4.6-4.4.8 6.1.1-6.1.3; 6.2.1-6.2.8 6.3.5
4. Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).	2.1.5; 3.1.8; 3.2.4-3.2.7 3.3.2-3.3.4; 3.4.1 3.4.3-3.4.4; 5.1.2-5.1.3 5.2.1-5.2.2, 5.2.4-5.2.6 6.1.1-6.1.3, 6.2.1-6.2.8 6.3.5; 6.4.2, 6.4.3